

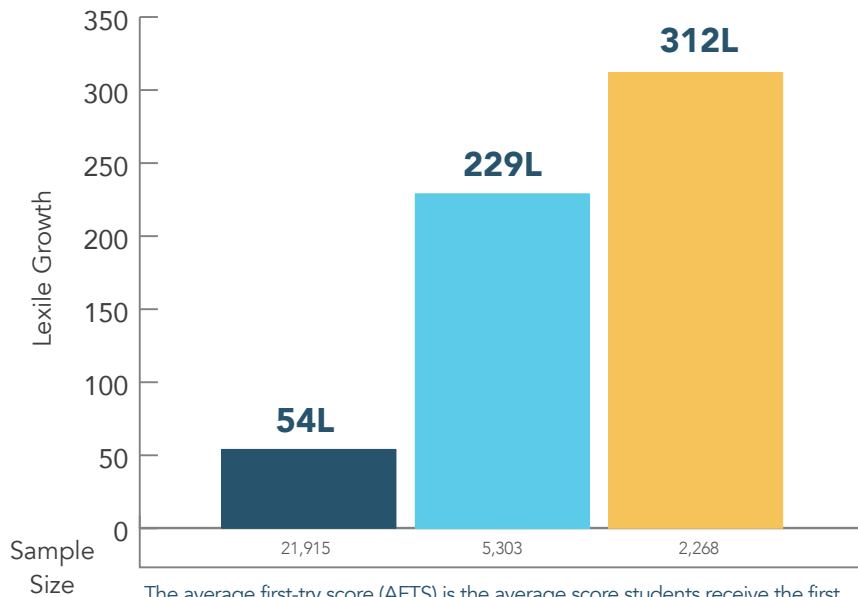
INTERNATIONAL LEXILE STUDY

AN ANALYSIS OF LITERACY GROWTH AND ACHIEVE3000'S SOLUTIONS

2018-2019

This analysis demonstrates accelerated literacy growth for students with different learning abilities from all over the world.

Accelerated Growth for All Students



Overall and on average, students achieved more than 5.5X their expected growth

- Expected Growth
- High Growth, 40-79 Lessons + ≥ 75% AFTS
- Highest Growth, 80+ Lessons + ≥ 75% AFTS




The average first-try score (AFTS) is the average score students receive the first time they complete the embedded assessments within each lesson, over the course of the school year.

THIS IS WHAT WE MEAN WHEN WE SAY, "ACCELERATED LITERACY GROWTH"

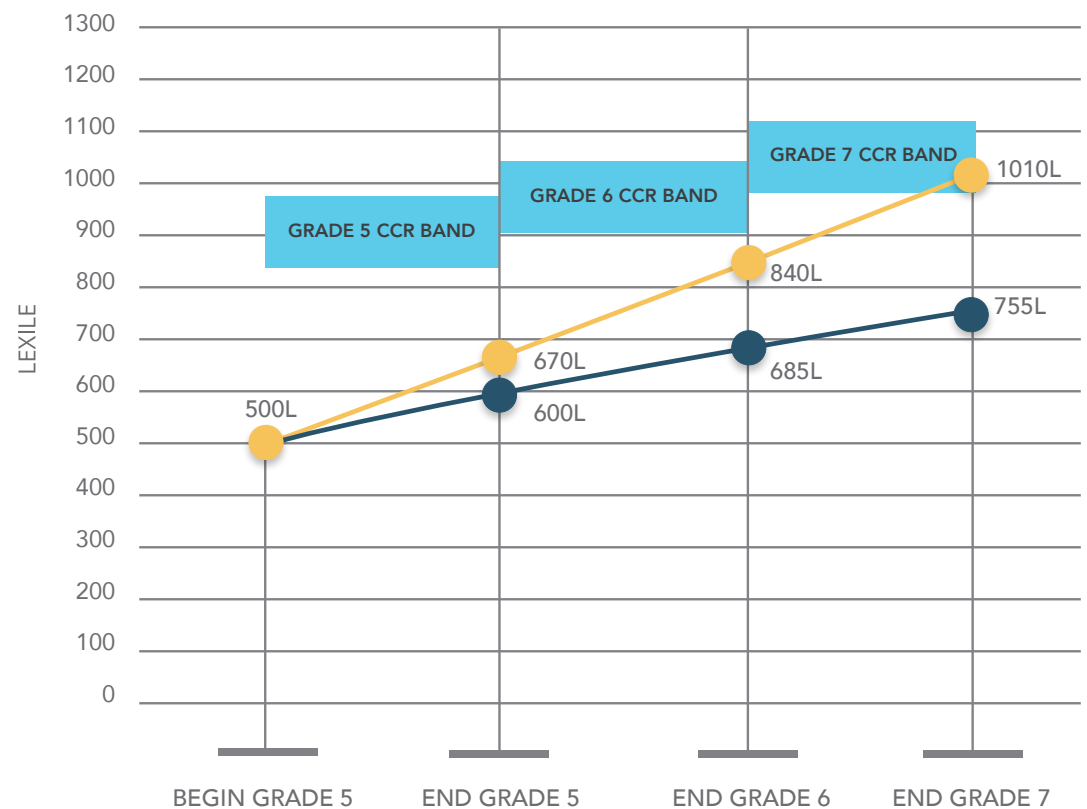
Several reports inside the Teacher Edition of Achieve3000 Literacy reference students' actual and expected Lexile growth. Expected growth is based on MetaMetrics's proprietary formula (MetaMetrics, 2004), which considers the student's initial Lexile® measure and the length of time from the student's beginning-of-year measure to the end-of-year measure. Actual growth is calculated by subtracting the student's beginning-of-year Lexile measure from her current or end-of-year Lexile measure. Accelerated growth is any growth above a student's expected growth. Achieve3000 is committed to making accelerated literacy growth possible for more students, especially below grade-level readers. When we consider shifts in Lexile growth, it is important to remember that students who are performing below grade-level often need to double or triple their expected growth over the course of two to three years in order to achieve university and career readiness by secondary school graduation. (See chart below.)

This chart shows the expected growth and acceleration trajectories for a fifth grader who is reading two years below grade level. He would need to attain an accelerated rate of growth—1.7 times the expected rate of growth—to achieve university and career readiness by the end of seventh grade. The gap between expected and accelerated growth grows wider each year the student does not get on track for university and career readiness.

This student needs to attain 1.7 times their expected growth, year after year, to get on track for university and career readiness.

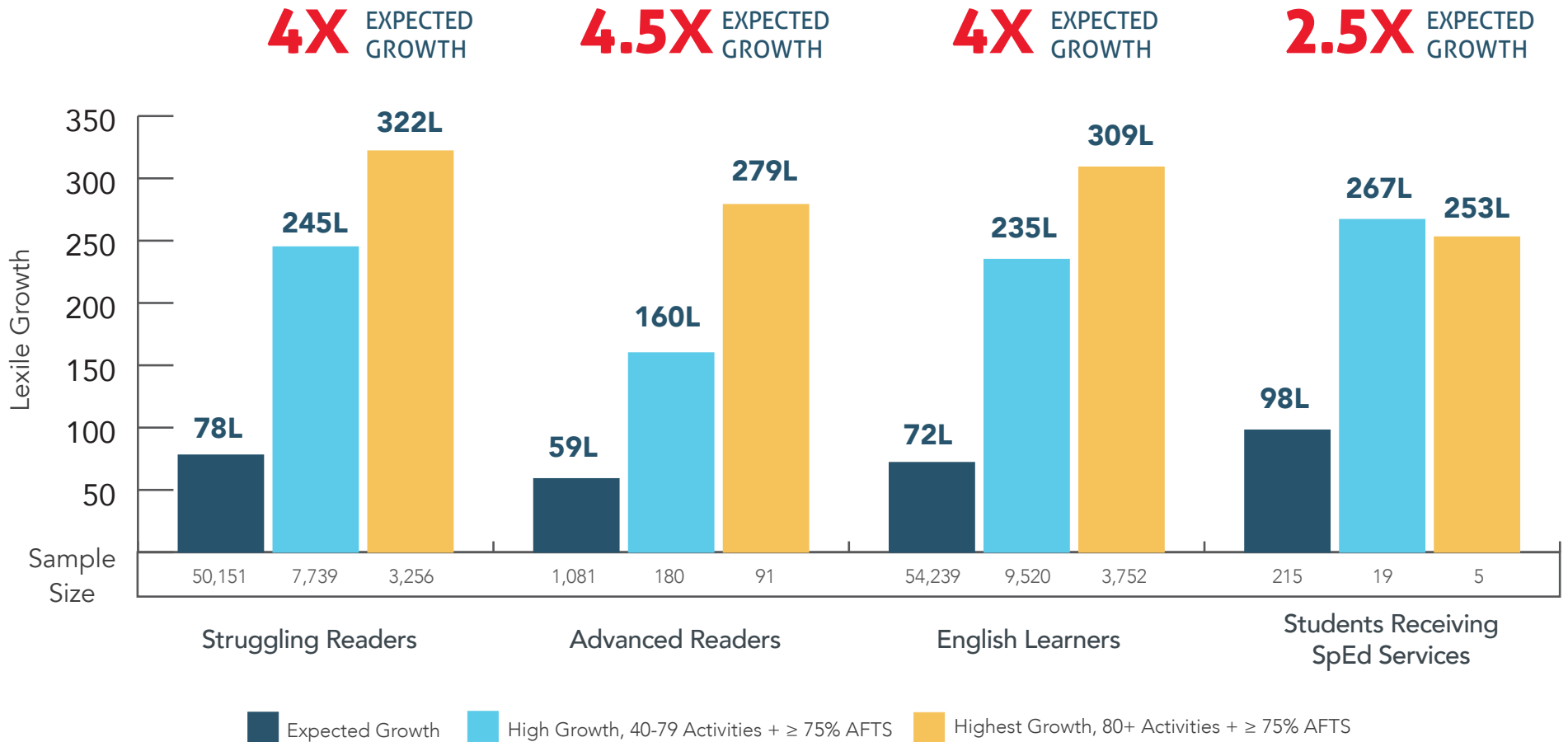
- Accelerated Growth (+170L per year) 
- Expected Growth (70L-100L per year) 
- Target Lexile Range 

Growth trajectories for a grade 5 student reading two years below grade level



ACCELERATED GROWTH FOR EVERY STUDENT PROFILE

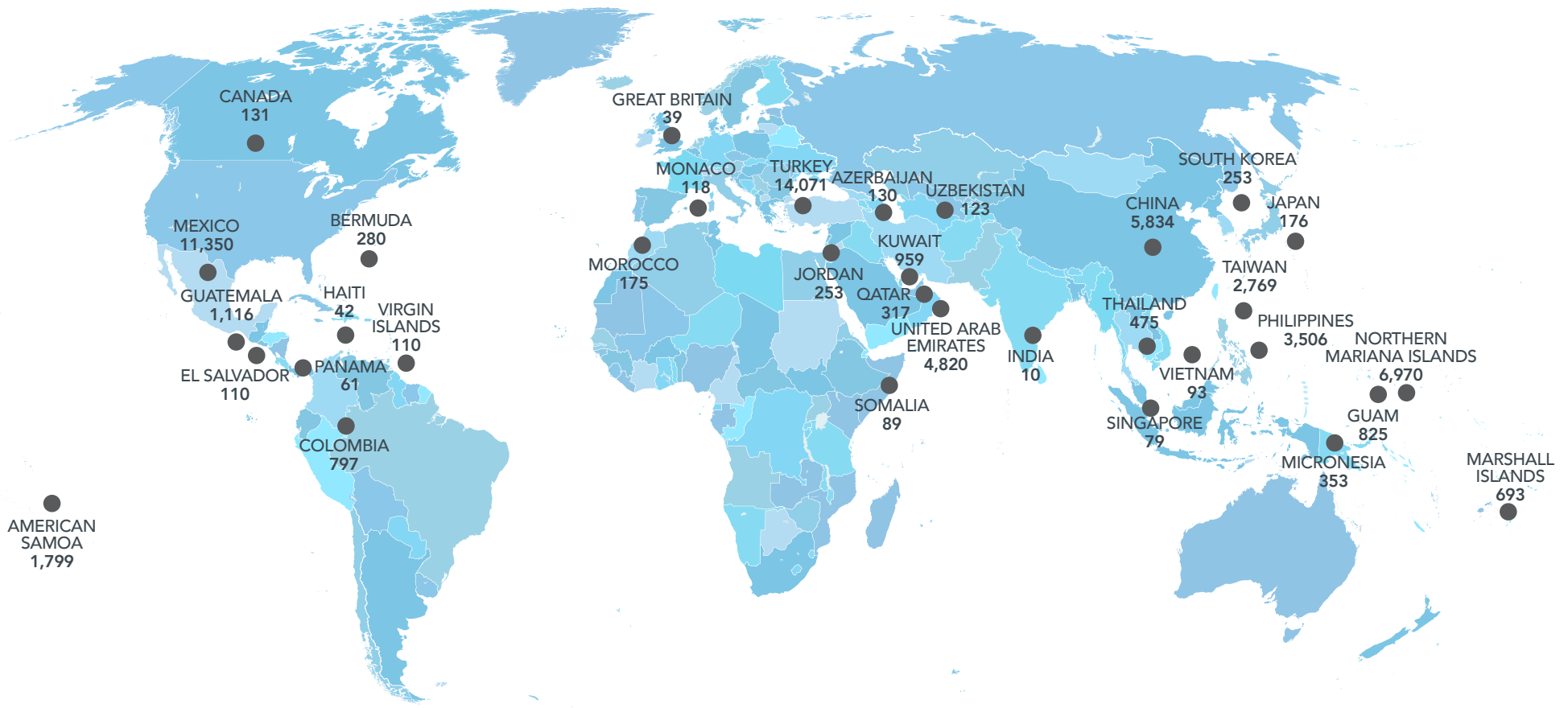
Achieve3000 Literacy's patented methodology for delivering just-right content at the just-right time ensures that students who maintain an average first-try score (AFTS) of 75% or more on the assessments embedded within each lesson will receive more challenging texts to help them grow. Because the text is matched to every student's reading level, it is fair and reasonable to expect that they can attain a 75% average over the course of the school year. For this reason, our two growth categories only look at students who achieved an AFTS of $\geq 75\%$.



INSPIRING AND LEADING THE TRANSFORMATION OF LITERACY WORLDWIDE

NUMBER OF STUDENTS BY COUNTRY

Achieve3000 works with students from 48 countries in total. The following numbers, and those in the infographic on page 5, only represent those students who met the baseline criteria to be included in this study.



UNLOCKING POTENTIAL AND ACCELERATING LEARNING FOR EVERY STUDENT

■ Through the dedication of our teachers and students, but also undoubtedly, through the systematic and prolific use of such a powerful and rich resource as Achieve3000 Literacy, we have witnessed our English learners gain 36 points and above on their IB DP examinations, allowing them access to highly acclaimed universities around the world! ■

- **FIONA EDWARDS,**
ASSISTANT PRINCIPAL OF ISS INTERNATIONAL SCHOOL,
SINGAPORE

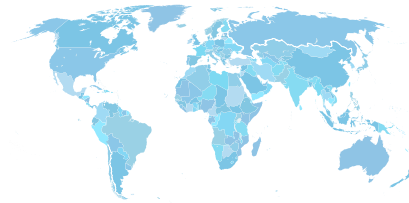


55,181
STUDENTS

487
SCHOOLS



153
DISTRICTS



33
COUNTRIES

3,481,310
TOTAL LOGINS

3 MILLION+
ACTIVITIES

1 MILLION+

AFTER SCHOOL
LOGINS

THE JOURNEY TO UNIVERSITY AND CAREER READINESS BEGINS HERE

It's useful to think of university and career readiness as a journey. Since expectations have shifted toward a more rigorous outcome, it is critical to understand that, for below-grade-level readers, it will take two or three years to reach university and career readiness reading levels. Because we know a student's expected growth, and we know the approximate Lexile measure students need to attain to be competitive in the workforce and successful in university, we can make a prediction about whether or not a student is or isn't "on track" to reach 1300L by the end of secondary school, depending on their grade level and current Lexile measure. Students who are in the two *Not on Track* categories shown in the table below are not meeting the university and career readiness targets for their grade while students in the two *On Track* categories are meeting grade-level targets and can be expected to read at or above 1300L by the time they graduate as long as they continue to achieve expected or greater growth every year.

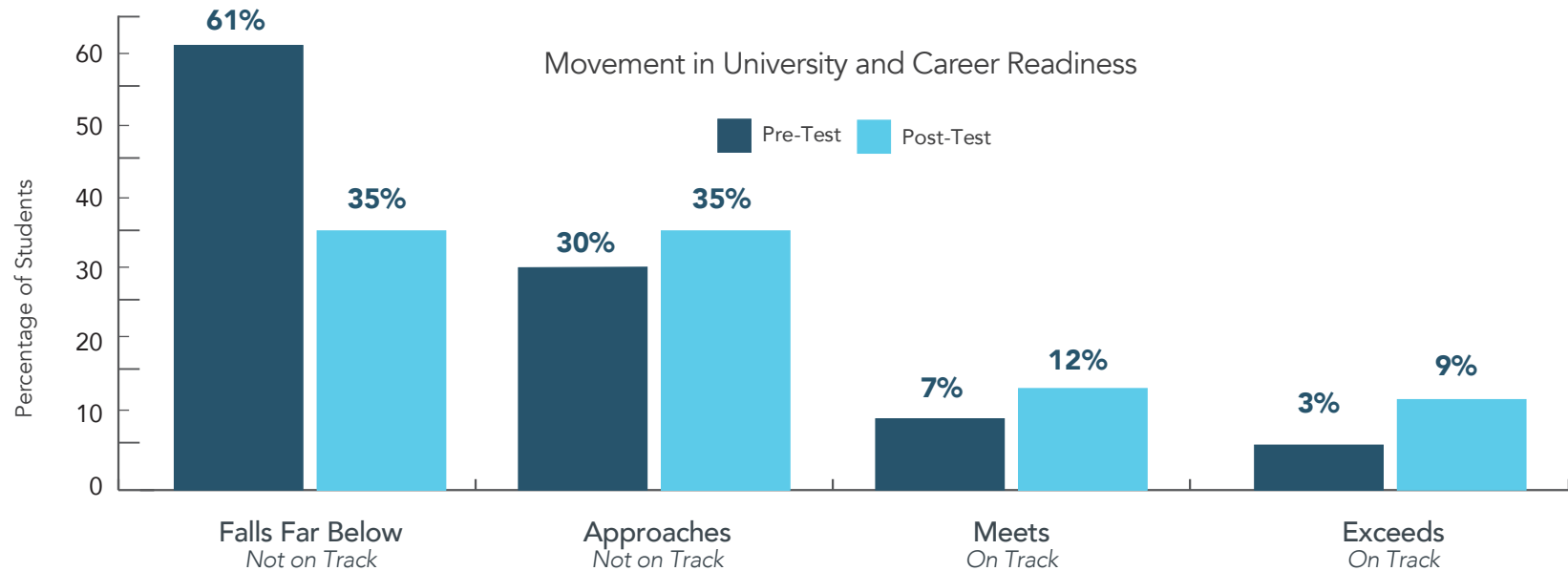
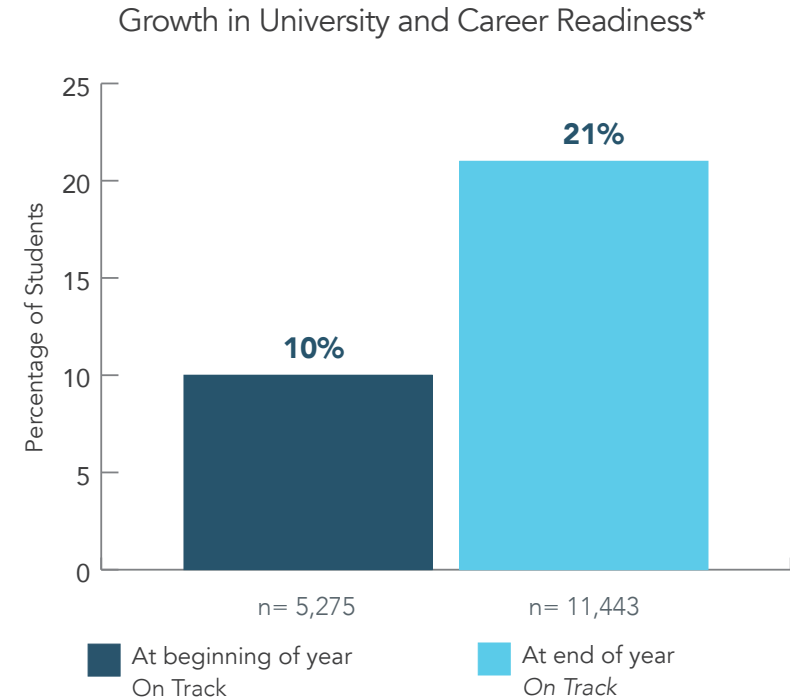
UNIVERSITY AND CAREER READINESS PROFICIENCY RANGES				
Not On Track			On Track	
GRADE	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS
1	BR115 and Below	BR110 to 185L	190L—530L	535L and Above
2	150L and Below	155L—415L	420L—650L	655L and Above
3	265L and Below	270L—515L	520L—820L	825L and Above
4	385L and Below	390L—735L	740L—940L	945L and Above
5	500L and Below	505L—825L	830L—1010L	1015L and Above
6	555L and Below	560L—920L	925L—1070L	1075L and Above
7	625L and Below	630L—965L	970L—1120L	1125L and Above
8	660L and Below	665L—1005L	1010L—1185L	1190L and Above
9	775L and Below	780L—1045L	1050L—1260L	1265L and Above
10	830L and Below	835L—1075L	1080L—1335L	1340L and Above
11/12	950L and Below	955L—1180L	1185L—1385L	1390L and Above

SOURCE: METAMETRICS

The percent of students who were on track for university and career readiness increased by more than 100%.

Overall and on average, the percentage of students who were *On Track* increased from fall to spring from 10 to 21 percent, while the percentage of students who were *Not on Track* decreased from 91 to 70 percent.

There was more than a 100 percent increase in the percentage of students who were *On Track* by spring, with 6,168 more students reaching these benchmarks by the end of the year.



2018-2019 International Lexile Study
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